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THE
JUNIOR COLLEGE
LIBRARY

By

ERMINE STONE

*Librarian, Sarah Lawrence College
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with an introduction by

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Chicago
American Library Association
1932

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To

DOROTHY AMANN

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INTRODUCTION

The junior college movement is a major educational development of the present century which promises to popularize and democratize collegiate education in America. The junior college is an institution offering a more widely diffused opportunity for two years of college education in smaller units; an institution educating a larger number of young men and young women at home during their less mature years; an institution where students may enjoy closer contacts with instructors more interested in teaching than in research; an institution facilitating transition from high school restrictions to university freedom.

The junior college is still in the experimental, pioneering stage. It is not well rounded in its development. There is no question, however, that it is a permanent addition to the American educational system. It is destined to occupy a unique position in our "educational ladder"—unmistakably higher than a glorified high school; distinctly lower than the scholarly specialization of the university. Those who are giving greatest attention to the junior college field may not all agree on its functions or on the ultimate place it is destined to occupy in American education. They can all agree, however, on the need for greater emphasis upon the importance and significance of the

library in the well rounded development of this new fledgling in the educational world. The junior college cannot possibly fulfil its destiny with an inadequate library and insufficient library service.

In the few years during which the junior college has grown so rapidly, the importance of the library often has not been recognized sufficiently. In many cases the librarians have been deficient in training, the library facilities have been inadequate, and the support of the administrative head of the college has been limited. It is safe to say that most junior college libraries at the present time are inadequate—in books, in staff, in service to faculty and students. It takes time and effort to build up a working library. It takes more time and effort, perhaps, to build up a library consciousness in a new type of institution like the junior college.

One reason for this inadequacy doubtless has been the very scanty literature dealing with the particular problems of the library in this unique American institution. Until four or five years ago there was scarcely a serious mention of the library in the somewhat extensive literature dealing with the many phases of the junior college movement. Very recently, however, a number of articles have been published, a few theses written, a beginning of book lists compiled, which give special attention to the library of the junior college. It is time now for a somewhat more comprehensive treatment which will serve to

coordinate and interpret these disconnected publications and studies. Such a manual is the present one, written by an experienced junior college librarian who, herself, in research and publication, has already added to our knowledge of the special problems in the junior college library field. Its publication by the recognized national organization of librarians should aid powerfully in developing a needed library consciousness in this new segment of our educational system.

This little manual is not an exhaustive treatise on library management. It is not meant for specialists alone, although it will be useful to them. It aims to collect and interpret features unique to the junior college field and to point the way toward subsequent desirable development. First of all, of course, it should be read frequently and thoughtfully by every junior college librarian, but it should have a far wider field. It is brief enough and non-technical enough that it can be read with profit by every junior college administrator as well. If every executive would assimilate the information which it contains, prior to making up the budget for the year, there would be less danger of the library's suffering from malnutrition and more chance of its receiving the emphasis it deserves.

It may well be read, also, by every member of the faculty of a junior college. The author reports the observation of a junior college librarian who "regrets

to say that librarian-teacher relationships are not as sympathetic, cordial, and understanding as they should be." If this represents a condition at all general, it is a condition which merits immediate attention. It is a challenge to any true librarian. The library only reaches its greatest usefulness as an indispensable tool for every department when there is complete harmony and cordial cooperation between administration, librarian, and the instructional staff. A better understanding of the library—its problems, its limitations, and its potentialities—would be afforded to each instructor who would read through the pages which follow. Even students might also profit by a perusal of it.

The author's treatment of the functions of the junior college library, its physical equipment, its organization and control, the problems of staff, finance, equipment and book and periodical stock is brief, direct, and non-technical. It should aid not only librarians themselves, but administrators, instructors, and even students in securing a better realization of the possibilities and the problems connected with this indispensable central feature of a modern educational unit. The student well trained in a good junior college library will not flounder helplessly when he encounters the more abundant resources of the large university library.

The author does well to stress library publicity. The junior college library cannot afford to hide its

light under a bushel. It is not too much to say that the educational center of gravity in college work is shifting from the classroom to the library. We have come a long way in library practice from the conception which prevailed less than a century ago. Today we think of the library as an essential daily workshop, not as a museum. It is a tool, not a tomb. Its treasures are not to be buried, but to be used. The present manual should aid librarians in making them more usable, and should aid administrators, instructors, and students in making them more used.

The author describes some of the outstanding junior college libraries in the country and suggests the services which they are rendering even under discouraging handicaps. May this little manual have an important part in bringing the libraries in all the other junior colleges up to the standards set by those few—and in making those few even better fitted to serve as models for the others. The junior college has a challenging opportunity ahead of it in the next decade. The library of the junior college has a central place in that opportunity.

WALTER CROSBY ELLS

Stanford University,

California.

May 24, 1932.

THE
JUNIOR COLLEGE
LIBRARY

PREFACE

THIS publication is not the result of any survey of conditions in junior college libraries. It is merely an attempt to correlate the existing literature on the subject, and to interpret current trends in administration in the light of the author's experience as librarian of two junior colleges.

The notes of Winifred Skinner, librarian of the Pasadena Junior College, and chairman of the first Junior College Round Table of the American Library Association, have been very suggestive. She had originally planned to write the manual and when she felt herself compelled to withdraw because of pressure of work she was kind enough to turn over her outline, and all she had written, to the author. Her work has been especially valuable as the revelation of the point of view of a librarian of one of the large junior colleges of California.

The author is also indebted to Lucy E. Fay, associate professor of bibliography at Columbia University School of Library Service, for her suggestions on the manuscript.

In order to determine what might most profitably be included in a publication of this kind, the opinion of fifty persons, including librarians, junior college administrators, and others who have written on the

junior college, was invited. The general consensus was that a manual was needed, and that it would be more profitable to concentrate on building up a respectable body of theory than to devote space to technical matters, since such information was easily available elsewhere.

The only people who thought there was no need for a manual of junior college library practice differed radically in their conception of the junior college library. A teachers college librarian in the middle west could not see "how a junior college library can differ much from a library in any other small college," while a state university librarian in the south was sure no manual was needed because junior colleges and high schools were too much alike!

We are more disposed to agree with the first opinion. Junior college administrators and educators may be inclining to the opinion that the first two years of college belong in the field of secondary administration. But librarians of junior colleges are becoming more and more convinced that in administration the junior college library more closely approximates the small college than the high school library. And this in spite of the fact that many junior college libraries also serve the high school population, and that the limitations of the book collection and staff suggest the high school situation.

. Feeling that the opinions expressed in some of the letters are themselves valuable in bringing to light

the problems of the junior college librarian, we have summarized here the most pertinent ones:

What is the relation of the municipal junior college library to the local high school library? Should the two upper grades of high school use the same library as the college?

How should the book fund be apportioned among the school departments—on the basis of enrolment, or number of books already in the collection, or use of the library? What percentage of the book fund should be reserved for general library use?

We need a model departmental budget, and advice on teaching the use of the library.

I am interested in seeing the library developed with special reference to the curriculum.

The peculiar problems of the junior college librarian are the selection of effective reading matter and the guidance of student reading.

I hope you will point out diverging practices and situations developing out of the peculiar position of the junior college library in the educational field, and suggest how the administration is affected by library committees, methods of budgeting, and accounting.

I should like discussion of the library's location when it can occupy no more than a suite of rooms in a college building, also cooperation with the faculty, in building up the book collection and in developing reading interest.

What is needed is a statement for administrators of the function of the junior college library, of sound plans for its equipment and an explanation of the transition from the high school to the place of the library in a college organization.

I believe *very strongly* that function, planning, and service are almost identical with the same phases of college and university library usage. The librarians of junior colleges know it rather generally, I believe, but administrators and instructors are less familiar with the idea.

Don't leave out the service the librarian may render to the junior college teacher, what the librarian may expect of the teachers and what the teachers may expect of the librarian. I regret to say that librarian-teacher relationships are not so sympathetic, cordial, and understanding as they should be.

The Junior College Library

GENERAL

THE number of junior colleges, four hundred and sixty-nine in January 1932, testify to the importance and popularity of the junior college movement in the United States. But of this number not quite half are ten years old, and a mere 57 can look back upon twenty years of existence as junior colleges. What kind of institution is this, then, which has arisen so suddenly and spread so rapidly in the educational world? Is it any wonder that some educators still disagree as to whether the junior college belongs in the field of secondary or higher education, as to whether it should duplicate the first two years of senior college or experiment with a curriculum of its own, and, finally, whether there is any such thing as uniformity of organization?

There has been agreement, however, on a simple definition of a junior college. This definition was adopted at the second annual meeting of the American Association of Junior Colleges in 1922: "The junior college is an institution offering two years of

instruction of strictly collegiate grade." What a multiplicity of types this includes we shall discover later.

Geographically speaking, the junior college flourishes in the south, the far west and the middle west, but is still slow in penetrating the east. Of the 436 junior colleges in the 1931 junior college directory,¹ 258 are described as private, 178 as public. California easily leads the list with 50 (13 private and 37 public) followed by Texas with 44 (24 private, 20 public) and Iowa with 37 (10 private, 27 public). Hardly any southern state boasts less than 10 (usually private) and the following states claim considerably more: Missouri 23 (15 private, 8 public); Kansas 18 (8 private, 10 public); Illinois 18 (12 private, 6 public); North Carolina 16 (all private); Kentucky 17 (16 private, 1 public) and Oklahoma 14 (11 public, 3 private).

Types of junior colleges:

The variations in library organization that have developed may be suggested by a brief résumé of the prevailing types of junior colleges:

1. The private junior colleges form the oldest and most numerous group. They are often under private auspices of church or religious organizations. Many of these institutions were formerly operated as four-year colleges but in recent years

¹ Campbell, D. S., comp. *Directory of the junior college, 1931.* In *Junior College Journal* 1:223-34. Jan., 1931.

have limited the curricula to the courses in the lower division. Many are operated in connection with preparatory schools, but some are independent units.

2. The *public junior college* is maintained by a city, high school, or junior college district. It is usually connected with the local high school and derives its support from taxation, state aid, tuition, or all three. Sometimes it is housed in the same building as the high school and has the same teachers and equipment. Some public junior colleges have very large enrolments, e.g. Crane Junior College, Chicago, over 4,000; Pasadena Junior College, Pasadena, Calif., over 2,500.
3. The *state supported junior colleges* are maintained as state institutions or teachers colleges accredited for two years of college work. This class includes numerous agricultural and technical junior colleges. In the current directory, they are included with the public junior colleges.
4. The *junior college within the university* (the organization of the first two years as a separate unit) is, for obvious reasons, usually omitted from junior college statistics. The exception is the branch institution, such as the three units controlled by the University of Pittsburgh, and Seth Low Junior College of Columbia University.

Representative libraries:

If we should borrow an idea from Mr. Eells² and set ourselves the problem of suggesting to a student

²Eells, W. C. Ten representative junior colleges. In Junior College Journal 1:552-54. June, 1931.

in a library school a dozen representative junior college libraries which he might visit in order to secure the broadest grasp of the junior college library movement, we would probably find twelve hardly enough to represent the great variety of institutions and geographical locations. However, a brief visit to such a group of libraries cannot fail to give a picture of the differences in organization that do exist and to suggest differences in practice that must arise.

(1) Without question we would send any such investigator first to California—where the public junior colleges as a group have attained a stage of development more advanced than that of other states—and let him begin there with *Pasadena Junior College*. This is the most outstanding representative of the 6-4-4 plan of organization, which means that the last two years of high school are included in the junior college unit. With a book collection in 1929³ of 23,000 volumes, and an annual increase of over 2,000 volumes, and with a subscription list of 138 periodicals, Pasadena is the envy of many smaller institutions. The appropriation of \$13,817 for that year included \$3,433 for books and periodicals, \$305 for binding, \$9,030 for salaries, and \$1,049 for all other expenses. A library staff of four cared for 1,045 college students and 1,845 high school students.

³Statistics in all cases, unless otherwise stated, taken from U. S. Office of Education Bulletin, 1930, No. 7. Statistics of public, society and school libraries, 1929.

(2) Located in the same state is another institution which has a book collection and staff of about the same size as Pasadena, but which differs in clientele —*Chaffey Junior College*, Ontario, California. A "District" junior college, it exemplifies the rural type, where many of the students are commuters. It also offers an example of terminal curricula on a semi-professional level, including in its catalog about ten courses in agriculture, especially adapted to the needs of citrus growers, who are the predominant class in the Ontario district. A new college building erected in 1930-31 includes a library with seating capacity for 120 students. In 1929 there were 22,100 volumes in the library; the number of volumes added yearly was 1,600, and 204 periodicals were currently received. The total appropriation of \$9,747 may be itemized thus: Books and periodicals, \$2,993; binding \$551; salaries, \$6,004; all other expenses, \$199. A staff of four was providing library service for 475 college and 1,500 high school students. (These figures have no doubt increased since occupancy of a new building.)

(3) Also in California would our investigator find a strong, separate two year public institution, *Sacramento Junior College*, with 1,800 students and a library staff of 3. Although the offerings are chiefly in the conventional collegiate field, classes for adults are a part of each year's work, as is the case in so many of the public junior colleges of California. Various types of extension courses offer to many

adult citizens of the community an opportunity for continuing or supplementing their education along both cultural and practical lines. In 1929 there were 10,000 volumes in the library, the annual rate of increase being 1,650 volumes. Fifty-five periodicals were received. The total library appropriation of \$11,446 included books and periodicals, \$3,869; binding, \$267; salaries, \$7,080.

(4) Another representative of the larger separate city type is the *Junior College of Kansas City*, Missouri, which in 1929-30 had an enrolment of 1,744 students and a library staff of 3. The book collection of 13,762 volumes was being increased at the rate of 775 yearly, and 99 periodicals were on the subscription list. Three thousand dollars was spent for books and periodicals, \$5,920 for salaries, totaling \$8,920.

(5) A small municipal junior college operated in connection with a larger high school is a familiar type. *Joliet Junior College*, Joliet, Illinois, the oldest of the public junior colleges (it was established in 1902), with 207 students in the junior college and 2,451 in the high school, is a fair example. For the college students there is a library of 6,300 volumes, with an annual increase of about 417 volumes. The budget for books and periodicals in 1929 was \$792; for binding, \$79; for salaries, \$1,983; totaling \$2,885. The librarian has no assistant. For the high school students, there is a separate library of about the same size, with its own librarian.

(6) The Snider library of *Wichita Falls Junior College*, Wichita Falls, Texas, is another example of a junior college library operated in connection with a four year high school, but in contrast to Joliet, the same library serves 273 college and 1,504 high school students. In 1929 the collection numbered 5,500 volumes, to which were added 50 volumes during the year. Subscriptions were placed for 36 periodicals. Of the library budget of \$2,555, \$288 was expended for books, \$117 for binding, and \$2,150 for salaries. For this large clientele, there was only one librarian, and the seating capacity of the library was only 88.

(7) *John Tarleton Agricultural College*, Stephenville, Texas, is one of the best examples of the state-supported junior college. It also represents the four-year type of junior college, with 798 students in the college and 197 in the high school. As in the case of Chaffey Junior College, the vocational nature of the curriculum is reflected in the book collection. But the contrast in the number of periodicals subscribed for is too great to be overlooked. While Chaffey Junior College library receives the impressive number of 204 periodicals, John Tarleton must manage with only 26. In 1929 there were 13,000 volumes in the library, and the yearly additions numbered 1,200. The budget of \$7,500 was divided thus: Books and periodicals, \$2,700; salaries, \$3,300; all other expenses, \$1,500. The library staff numbered 2.

(8) *Crane Junior College*, Chicago, Illinois, with

an enrolment of 4,000 students, has the distinction of being the largest junior college. Its library, which was reorganized in 1930-31 to meet the accrediting requirements of the North Central Association of Colleges and Secondary Schools, is operated as a branch of the Chicago Public Library. The high school, housed in the same building, uses this library to a very limited extent, about three per cent. The budget is especially interesting since it represents the appropriation necessary to begin a library.⁴ The book appropriation for 1930-31 was about \$9,000 (not including periodicals or binding, which are handled by the public library); 80 periodicals were subscribed for, and the salaries of the librarian, three assistants, and one page amounted to \$7,320.

(9) *Johnstown Junior College*, Johnstown, Pennsylvania, one of three off-campus branches of the University of Pittsburgh, with its evening classes and adult students, represents a close alliance between the junior college and the adult education movement. The junior college is housed with the high school, and the junior college library is a branch of the high school library, which included, in 1929, 12,482 volumes. There are, however, some books on indefinite loan from the central university library at Pittsburgh. The other two branches of the University of Pittsburgh are operated as departmental libraries of the

⁴Information furnished by Dorothy Schumacher, librarian.

university library. All buying and cataloging are done at the central library; the branch libraries have no duties other than clerical in connection with these processes. All three branches rely on the public library to a great extent.⁵

Up to this time our visitor has covered a good deal of territory and seen widely varying types of organization, but he has probably noted that all these institutions have one thing in common—their clientele is largely local. And the feature which attracts the great majority of their students is an economic one—one can live at home while going to college. However, many of the junior colleges are of still another type—private boarding schools for women, which draw their students from many states, attracting them principally because of opportunities for instruction in smaller groups, with more personal contacts than a large university would offer. So we would not advise our visitor to close his tour of inspection without seeing one of the southern and two of the eastern private junior colleges for women.

(10) *Ward-Belmont School*, Nashville, Tennessee, is a rather large junior college combined with preparatory school. Of 751 students in 1929, 499 were in the college and 252 in the preparatory school. The librarian had three assistants, of whom two were part-time students at Peabody Library School.

⁵Information furnished by Emma Kinne, assistant librarian, Univ. of Pittsburgh.

The library contained 10,500 volumes, and about 500 were added annually. Forty-five periodicals were currently received. Of the budget of \$5,250, salaries required \$4,000, and \$1,250 was expended for books, periodicals, and binding. The curriculum is highly socialized.

(11) Journeying now to an old New England school, we present *Bradford Junior College*, Bradford, Massachusetts, which is operated in connection with a strong two-year preparatory school and fortunate enough to have a number of book funds provided by alumnae and friends. The 11,500 volumes in the library in 1929-30 represented a very gradual increase over a period of years, as only 225 were added annually. Forty periodicals were received. Of the budget, \$800 was allowed for books and periodicals, \$94 for binding, \$2,500 for salaries. The librarian had no assistant, but was using student help. The library is never closed to her student clientele which numbers approximately 200.

(12) We will let our visitor end his tour at the four-year-old *Sarah Lawrence College*, Bronxville, New York, a separate private school for girls, which is one of the newest and the most experimental of the whole group. Experimenting with the idea of individual instruction on the college level, it places strong emphasis on adequate library service. The library collection in June 1931 numbered 9,000 volumes (of which 3,500 had been added in the past

year), and 175 periodicals were on file. The budget of \$11,610 was allocated thus: \$4,500 for books and periodicals, \$400 for binding, \$5,200 for salaries, \$1,510 for all other purposes. Besides the annual appropriation, the music library has a separate endowment, and the college is the recipient of a Carnegie grant of \$10,000, now being expended for books. There is a student body of 250, cared for by a library staff of two.

These twelve sample libraries have one feature in common—they are better supported than most of those we have not mentioned. What will be the reaction of our inquiring visitor when he compares them?

Will it not be self-evident that the library of the municipal junior college with its thousands of students who live at home or commute from nearby villages must face a different situation from that of the private college with its compact body of boarding students? What problems do they have in common with the junior college library operating as a branch of the city library system, or as a branch of the state university, or as an extension school of some private college, or even with that familiar type which relies on a slight extension of the high school library for its needs?

It is certainly not the province of this booklet to extol the merits of any type of junior college organization. One should keep in mind, however, that

the size, the function, the organization, and the type of control will affect considerably the administration and finances of the library. And it is also apparent that to set up an average or normal or typical junior college on which to base any discussion is hardly possible. All statements must be interpreted in the light of the local situation.

FUNCTIONS

It seems to have been the favorite sport of educators for many years to examine the functions assigned to or claimed by the junior college. In his recent book Mr. Campbell lists 34 functions found in the catalogs of 343 junior colleges in the U. S. He reports that of those statements which relate specifically to junior purposes, 58.7% relate to the preparatory function, 15.5% to the terminal function, 13.6% to the general function of democratization, and 11.8% to the popularizing of higher education.⁶

However, for our needs, all functions and purposes may be reduced to these two:

1. Preparatory: To prepare students for further academic study either in the upper divisions of college or university or in a professional school.
2. Terminal: To give to those students who do not expect to go on to further study an educational

⁶Campbell, D. S. A critical study of the stated purposes of the junior college. (Contribution to Education No. 70) George Peabody College, 1930. p.16-19.

experience comparable to the first two years of college, this experience to be either cultural or frankly vocational.

But whatever the particular function of the institution, the library's own duty seems clear. It is under obligation to the first group to furnish a library experience that will not handicap the student when he is in competition with lower division students from the senior college. With regard to the second group, one must remember that the student may have no further chance at library experience. He should certainly be sent into the world with an appreciation of the value of reading and enough skill to enable him to work independently in libraries, whether in the public library or the special library of his vocation. Miss Fay⁷ has happily translated these functions into the technique of library administration.

As the private library of an institution, collected for a limited group of users, the junior college library has at least three functions:

1. The first function of the library is to provide the best possible collection of books, periodicals and other printed matter to its immediate constituency. For students, faculty, and administrative staff it should provide reference material and reserve books for class needs; it should provide a body of material for cultural, extra-curricular and recreational reading; and it should provide research material useful to its particular type of institution.

⁷Fay, L. E. The library in the junior college. In Amer. Assn. of Junior Colleges. Proceedings, 1929. p.119-20.

2. The second function is the scientific organization of these collections of printed matter in such a way that they will both assist the faculty in their definite problems of class instruction, and directly open to the student an opportunity for independent thinking that changing curricula and teaching methods demand.

3. The third function is the teaching function. The college librarian may be primarily an administrator, but he is none the less a teacher. The library teaches informally, by means of its card catalog, bibliographies, library handbooks, exhibitions, etc., and the library staff teaches in formal classes—or individually to students—methods of using books and libraries.

That the junior college, even more than the university, has a direct obligation to the community, is suggested by Miss Coulter, who would add another to the list of functions of the junior college library:

"It may also become the function of the library to provide for the needs of the adult population of the community. The extent to which this is legitimate depends upon the accessibility of a public library. In certain districts, the junior college will become the people's college, the educational center of the district, and as such may well plan for a continued educational program for its alumni.⁸

ORGANIZATION

Does the junior college library give more efficient service when operated independently, or can it be

⁸Coulter, E. M. The functions of the junior college library. In Junior College Journal 1:481-86. May, 1931.

successfully combined with the local high school? In the opinion of Mr. Reid⁹ who made a survey of conditions in Texas junior colleges in 1929, the joint use of the same library is unsatisfactory:

"In most instances the junior college library has been built upon the high school library at small expense, as it was possible to use reference books, classics, biography and short stories already available from the high school library. The trouble in those cases has been the tendency of relying too much on books suitable for high school instruction. Moreover, where the high school and the junior college library are administered together, the number of volumes of books in comparison with the number of students using them has not adequately cared for the junior college needs."

This is likewise the opinion of the North Central Association of Colleges and Secondary Schools, which rigorously requires that the junior college library be separated from the high school library. However, on the basis of returns from 91 junior colleges to a questionnaire in 1929, the Research Committee of the American Association of Junior Colleges reported that while 12 out of 30 public junior colleges maintained separate libraries, only 9 out of 61 private junior colleges did so. And this committee recommended "that where a library is convenient to the student body and entirely usable by

⁹ Reid, J. R. Texas municipal junior colleges. Bulletin, State Dept. of Educ. Austin, June, 1929. p. 80-83.

them, freely and without restraint, the cooperative use of a library presents no ill effects. This is particularly true as regards public junior colleges operating jointly with high schools. It seems a serious waste of public money to operate two libraries in a junior college plant which is adjacent to or part of a senior high school plant, as is sometimes the case. The information shown in this summary would indicate that this was a successful practice on account of the large number following the practice.”¹⁰

The writer agrees with the committee on one point of its statement: it is a serious waste to duplicate effort. But she agrees that such service is adequate to the junior college only if the library is operated on a college, not a high school, basis. She is not prepared to admit that the book collection of the high school is adequate for junior college work, and she certainly insists that the hours of opening are not. Because the high school population is likely to be numerically greater than that of the junior college, she fears that the junior college student would not receive the attention and instruction he needs. Some of the difficulties inherent in the plan are well stated in this despairing cry of a junior college librarian: “I wonder if any one else has the sort of problem to deal with that we have here—a library serving both a four-year high school and a two-year college, both located in

¹⁰ Amer. Assn. of Junior Colleges. Research Committee. Report. Proceedings, 1929. p. 79-81.

the same building? It cramps our space sadly—the books must of necessity cover such a range that it is difficult really to do justice to any given department. We have only one full-time librarian to handle the work of about 700 high school students and 300 college students. . . . Courses in library usage must be given the high school students; in consequence the college students are slighted here. But the college students are given the preference for the use of the library during the morning hours, and there the high school pupils must suffer."

It should be self-evident that the plan of cooperative use cannot be given a fair trial unless book collection *and* staff *and* reading room space are increased for this double service. If the two libraries are to be jointly operated under one head, sharing the same book collection and staff, it seems desirable at least to have a separate reading room for junior college students. At present, in joint organization, the high school students and the junior college students often use the same reading room. Sometimes the junior college reading room is one where only reserved books or assigned books are placed during the period of assignment, and sometimes it is an alcove off the main library.

A unit of organization which offers possibilities is the one that occurs under the 6-4-4 plan and in many private junior colleges where the two years of junior college are combined with the last two years of

high school. Under this combination, the library which is planned for the junior college can offer to the high school pupils a better service than they could probably obtain in a separate high school library, and at the same time some economy in administration is effected by the cooperation.

When the two libraries are jointly operated, some of the baffling problems to be decided are: Shall there be only one accession record for the two libraries, or a separate record for each collection, and where shall the line be drawn in making reports; shall there be only one budget for the combined libraries, and, if not, on what basis does one decide when to charge a book to the college and when to the high school; if organized and accessioned with the high school library, shall the books be housed together or in separate rooms; in figuring on a cost-per-student basis, what distinction does one make between the junior college and high school student?

CONTROL

There seems little doubt that the most satisfactory method of control is that by which the librarian is responsible solely and directly to the president of the college. Library committees may be useful and valuable provided they serve in an advisory capacity only and have no legislative powers. Several types of committees are found—committee of the board of trustees, of the faculties, or of the student body.

A committee of the board of trustees or board of education does not usually take active part in the administration of the library. It may confirm the appointment of the librarian and staff, upon the recommendation of the president, and possibly approve plans for building or extension.

If a committee represents the faculty, the president of the college and the librarian should be two of its members. The function of such a committee should be to advise and to consider questions of policy rather than to administer the library. It should not be empowered to approve book purchases, to choose library assistants, or to approve or condemn items in the periodical subscription list.

Because students are more and more taking active part in college administration, a committee composed of students may prove useful. The function of such a committee should be purely advisory. It may assume responsibility for securing publicity for the library, mold public opinion to condemn the breaking of library rules, and create good will generally. If encouraged to make occasional suggestions for book purchases, the committee may be stimulated to effective support of the library.

BUILDINGS

Since there is as yet no manual of standards for the library building of the liberal arts college, it is not surprising to learn that no aid is available for the

junior college library. We regret that this need has not been filled, but we announce with pleasure that Mr. Gerould, librarian of Princeton University, is now engaged in the preparation of a book on college library buildings, from which the junior college may expect valuable suggestions. The reader is also referred to the many articles and papers on various aspects of college library buildings, of which a selection is listed in the "Recommended Readings."

It seems sufficient, in this manual, to point out the relation that exists between the library building and good library service, to indicate the actual situation in junior college libraries, and, finally, to mention briefly a few points that must be considered in planning quarters for any library.

The report of Mr. Bishop for the Carnegie Corporation's Advisory Group on College Libraries indicates that at least one group of investigators has considered the library building one of the primary tests of library efficiency:

It may be worth while to tell what the Advisory Group has looked for . . . in making its decisions to recommend grants to the trustees of the Corporation. . . . In the first place, the Group has sought to ascertain the attitude of the college towards its library. . . . If the library building is poor, crowded and dirty; if the librarian is ill-paid, over-worked, not given sufficient help; if the book stock is poor, badly housed, and inaccessible to the student body, one may very reasonably conclude that the college

does not care whether it has good library service or not. If, on the other hand, the college library has a good modern fire-proof building, with plenty of seats for students, ample opportunity for direct access to large numbers of books; if the book selection has been well done and if the number of books is sufficient for both instruction and collateral reading; if the librarian is wide-awake, professionally trained, supplied with a reasonable amount of assistance, and given the proper tools for work, it does not take much discernment to perceive that the college is "library conscious," as one reporter described it. . . .

Our inspectors have looked for good lighting, comfortable seats in sufficient number, well planned rooms permitting supervision without high cost, possibilities of expansion in the way of both books and number of readers, and the general efficiency of a library building.¹¹

Adequate library service simply cannot be rendered without sufficient library space, either in a separate building used entirely for library purposes or in quarters in another building. But library quarters, as revealed by Miss Memmler's survey¹² of conditions in 53 public junior colleges in 19 states, in 1927-28, are almost universally inadequate. Only one junior college reported a separate library building, the tendency being toward rooms on the second floor in the administration building.

¹¹ American Library Association. College and Reference Section. College and reference library yearbook, No. 3. A.L.A., 1931. p.40-41.

¹² Memmler, Gertrude. Junior college library service. In California Quarterly of Secondary Education 5:360-63. June, 1930.

Without statistics on the subject, the author would venture a generalization that the separate library building is more commonly found in the private junior college than in those of other types. And this in spite of the fact that the public junior colleges have developed more extensive book collections, and usually have very much larger student bodies. The private junior college has sometimes inherited a library building from the period when it was a four-year institution; it is also more likely to be the recipient of a memorial library building. In this connection one thinks immediately of the Burwell Memorial Library of Peace Institute, the Campbell Memorial Library of Frances Shimer School, and the Library of Stephens College.

Location and size:

Whether the library has its own building or merely quarters in another building, the number and kinds of rooms advisable depend on the size and type of college, and the personnel available for supervision. Every junior college library should have at least a reading room and a workroom. Whether a reserved book room, a periodical room, or a reference room should next be added will depend on the character of each institution.

In determining the location of the library, one must consider exposure, accessibility, relation to administrative offices, and possibility of growth. The

library should have the best natural light, should be removed as much as possible from noise and confusion, and should always adjoin rooms into which it may expand. The junior college has probably inherited from the high school its usual location on the second floor, although this location is not always ideal. The new library at Sarah Lawrence College, for instance, achieves freedom from noise and confusion by being on the ground floor,¹³ which, it may be remembered, is the preferred floor for reserved book rooms in most university and college libraries.

In junior colleges where the same library serves a large high school population, it is sometimes advisable to have the library near the study halls. Some such arrangement prevails in the Wichita Falls Junior College, which serves 1,504 high school students and 273 junior college students, and has a seating capacity of only 88. It is not good practice, however, to use the library as a "study hall."

The experience of college administrators seems to show that no standardized plan or building can be worked out since the question is individual and will always be conditioned by the character of the institution, the number of students and probable growth, the number of books and probable increase, and the curricular offerings. There are, however,

¹³ Stone, Ermine. Sarah Lawrence library. In *Junior College Journal* 1:514-15. May, 1931.

certain good rules which are applicable to any type of educational institution.

First, the library building should be planned by the librarian in consultation with the architect. The librarian will see to it that the library building is planned, not for outside offices, not for mere architectural ornament, but primarily as a place for the library to do its work without physical handicap. The librarian will remember what relation the cataloging and reference rooms must bear to each other and to the public catalog; she will avoid scattering the reading rooms in such a way as to double administrative work; and she will remember needs for expansion and estimate capacities accurately.

The three prime essentials to be planned for are books, readers, and staff.

Shelving for books may be of three kinds—wall shelving, the alcove system, and stacks—and may be either of local manufacture or light steel shelving of the bracket type. The problem of book storage will never become so acute as in the large college or university library where the bulk of the books must be cared for in a central stack, to which undergraduate students do not ordinarily have access. Numerous junior colleges with collections of 10,000 volumes or less, have an opportunity to dispense altogether with a closed stack room and place all the books in open shelves in public rooms. (This arrangement prevails at Sarah Lawrence College, and the librarian has not

found the loss of books greater than under any other arrangement. There is some confusion from misplaced books and from increased traffic around the shelves, which is being overcome by constant shelf-reading and by more supervision.)

In planning a library it will be necessary to estimate and make allowance for the rate of growth. Probably most junior college librarians will be safe in planning for an ultimate book capacity of 30,000 volumes. No matter what method of shelving is decided upon, it is imperative that estimates of capacity be accurate. If 8 volumes to the linear foot is used as the measure, the wise librarian will subtract 1/5 from the total number of volumes one would expect to shelve on this basis.

In planning accommodations for readers, the librarian must take into consideration not only the size of the present student body, but its probable growth. In this respect the librarian of the junior college whose student body is limited by charter or statute is indeed fortunate, as he can feel sure that reading room provisions will not quickly become inadequate. In the junior college the library must provide seats for a larger proportion of the student body than in the high school. Changing methods of teaching and study resulting in almost complete discard of the textbook have created such increased use of the library that most authorities now consider that the seats should be planned to accommodate a minimum

of 20 to 25% of the student body. Adequate reading room space is figured at 25 square feet per reader.

A workroom is a necessity; it should be equipped with running water and telephone connection, and should be large enough to include a work table, a typewriter, a cupboard, two or three chairs, and shelving for books in process. To make possible the delivery of boxes of books, express packages, and mail, without disturbing readers, a door should open directly into a vestibule or corridor. In planning accommodations for the staff, rest rooms and a kitchenette should be included.

Miscellaneous items which must be considered are flooring, heating, ventilation, lighting, and plumbing. In order to obtain the quiet that is so necessary in a library it is obvious that there must be noiseless floor covering. Several kinds are available, varying in durability, service, and cost. The construction of the building will also influence the selection, as some of these coverings cannot be laid unless there is air beneath them. Kinds to be considered are: rubber tile, corktile, battleship linoleum, and linotyle. Radiators should be placed beneath windows, even at the expense of considerable wall shelving. Good light should be secured, and the direct rays of the sun avoided, by locating the reading room on the north or east. Windows should extend to the ceiling. Artificial lighting should be from above and from fixtures of the indirect or semi-indirect type. The best sani-

tary plumbing must be provided for the workroom, kitchenette, and staff room.

For advice concerning the important subject of ventilation, the reader is referred to the statement of E. A. Henry,¹⁴ librarian of the University of Cincinnati.

Besides shelving, other essential pieces of equipment are: chairs of sturdy construction, sufficient to seat about one-fourth of the student body; tables; a standard charging desk, with chair for each staff member; card cabinets of standard unit type for the catalog and shelf list, to be added to as the catalog grows; a typewriter; vertical filing cabinets; magazine and newspaper racks; a book truck; two or three work tables; one or more bulletin boards. While individual tables are probably ideal they are expensive, so that the most satisfactory table seems to be $3\frac{1}{2} \times 7$ feet, seating six.

LIBRARIAN

Of the three items necessary for effective library service, namely, librarian, books, and building, the selection of the staff of the library is of first consideration. With the growing recognition of the library as the center of instruction, the appointment of the proper person as librarian is becoming increasingly important. No other member of the faculty needs a broader education, and no other position re-

¹⁴ Henry, E. A. Some fundamentals in planning a library building. In College and reference library yearbook, No. 3. A.L.A., 1931. p.100-09.

quires so frequently a combination of the roles of administrator, librarian, and teacher.

Although a feature of junior college library administration in California is that there may be several coordinate librarians with no one of them having the title of head librarian, it would seem reasonable to suggest that only one person be designated as librarian, appointed by the president, and directly responsible to him for the administration of the library. The other members of the staff, whether professional or clerical assistants, should be appointed by the president on the recommendation of the chief librarian, and should be responsible to the librarian.

Status:

In his academic status, the librarian should hold equal rank with the full professor and department head, with a corresponding salary, and with a seat and vote in the faculty. This statement logically presupposes the condition that his preparation should be comparable to that of the other faculty members. As a minimum his equipment should include a bachelor's degree from a recognized university, plus one year in an approved library school, plus two years of experience in a high school or university library.

The importance of facilitating the use of books by students and teachers is recognized by many accrediting agencies in requiring that the college library be "professionally administered." And in November,

1930, the following paragraph was included in the "Standards on the library," adopted by the American Association of Junior Colleges:

"The library shall be in charge of a full-time librarian with the same qualifications and educational background as a teacher in the junior college, including 24 to 30 semester hours in an approved library school (or its equivalent in special training). An adequate number of assistants shall be provided."

Perhaps David A. Robertson in his article on "The college library" has given us the most convincing picture, from a layman's point of view, of the professional librarian:

The trained librarian has the same ingenuity in making the best of his equipment that marks the trained professor of physics. If a professional librarian helps plan a building he is likely to remember the need for a freight entrance of convenient size and accessibility; he will demand space for periodicals; he will place his stacks where they can be effective for all users of them; he will plan his reading room from the point of view of its uses. The trained librarian will develop the character of his book collection. . . . The trained librarian knows the problems of book selection, classification, cataloguing, circulation. The trained librarian, utterly unlike the ancient caretaker who used to regard the library as a personal possession and who resented the intrusion of readers, seeks to serve, invents ways to induce people to use the books.¹⁵

¹⁵ Robertson, D. A. *The college library.* In *Educational Record* 10:1-28. Jan., 1929.

The need of an adequate staff is clearly stated by Miss Coulter, as follows:

The administrative work of the librarian will entail the selection, purchase, cataloging and circulation of books. It is obvious that no one person can accomplish the instructional and administrative program unaided, consequently the administrator should provide in his budget salaries for a library staff. Student assistants may be employed for clerical and mechanical routines, but they cannot select, purchase, or catalogue books, nor can they instruct fellow classmates in their use. Principals are frequently heard to express disappointment that their libraries are not successful. The causes can usually be found in the fact that the library staff is inadequate in quality and in number.¹⁸

STAFF

In determining what constitutes an adequate staff for a junior college library, we find that several factors must be considered. The size of the student body is often taken as the measure of the number of people necessary to administer a college library. It is an important factor, but it is not the only one. The number of hours the library is open, the arrangement of the building, and especially the centralization of the library must be taken into account. Each separate room to be supervised adds at least two to the personnel. The number of books to be added is also im-

¹⁸ Coulter, E. M. Functions of the junior college library. In Junior College Journal 1:481-86. May, 1931.

portant, as there is obviously a limit to the number of books that one cataloger can handle during the year.

At present, the staffs of junior college libraries seem to vary from a part-time librarian to a staff of five or six (exclusive of student assistants). Probably the most typical staff is the librarian with one professional assistant, and with clerical assistance available from the academic office. However, it is perhaps not too much to say that practically all junior college libraries are under-staffed. As the need for effective library service begins to be realized in junior college circles, it is only a question of time before we shall see more complex organizations, with a classification of personnel based on the nature of the work.

Duties:

It seems pertinent, therefore, to suggest a logical division of duties as the size of the staff increases. It is rather obvious that when there are only the librarian and his assistant, no departmental organization is at all feasible. Except for the fact that the librarian has to take full responsibility for the executive work of the library, there will not be much differentiation in duties. In order to cover the reading room schedule and give efficient loan and reference service, both will very likely take turns at the ordinary round of duties. As the staff increases, the administrative work of the librarian also increases,

but each assistant relieves her of some of the time-consuming technical and mechanical duties.

For the librarian and his one professional assistant, the following division of duties is suggested:¹⁷

LIBRARIAN: Administering library rules and regulations; preparing and submitting the budget; keeping financial records and preparing estimates of expenditures; supervising and directing student assistants; supervising reference and loan work, and revising cataloging; selecting books for purchase and placing book orders; assigning classification numbers; consulting with the faculty as to college policy in book selection, and as to definite recommendations for purchase; assisting readers and instructing students in the use of the library; general contact with faculty, correspondence, interviews, service on committees; preparing an annual report for the president.

ASSISTANT: Assisting with the order work; ordering L.C. cards; checking receipt; assigning subject headings, typing cards, and doing all cataloging; taking charge of loan desk and reserve books; charging and discharging books; keeping circulation statistics; recording periodicals; preparing magazines and books for bindery; doing general reference work; answering questions asked by readers and assisting them to make use of the facilities of the library; filing cards and revising shelves.

¹⁷ Compare: Budgets, classification and compensation plans for university and college libraries. A.L.A., 1929.

The division of duties for professional assistants as they are added will be roughly:

CATALOGER: Assignment of classification numbers, author headings and subject headings for books; supervision of all work with L.C. cards; revision of typing of catalog cards; filing cards, or revision of filing.

REFERENCE AND LOAN: Answering questions asked by readers and assisting them in making use of the facilities of the library; looking up information for readers and compiling lists of books on various subjects; making out schedules for loan and reserved book desks and giving general supervision to the work; training assistants and instructing students in the use of the library; keeping circulation statistics; maintaining order; handling inter-library loans.

ORDER AND PERIODICAL ASSISTANT: Preparing book orders for signature of the librarian, checking and comparing prices of books obtained through various sources; checking up order cards with public catalog and outstanding orders to avoid duplication; recording periodicals; writing for overdue periodicals and for indexes; preparing books and magazines for the bindery; preparing estimates of expenditures by departments.

Working conditions:

We need some one to give us a picture of working conditions as they exist in junior college libraries.

That they do vary according to the character of the institution we all know. Requirements as to number of hours of work a week for members of the staff will depend on many factors, principally on length of time the library is open, the number on the staff, and the number of students. Desirable as it is to keep the library open as many hours as possible, it should not be done at the expense of the staff. Probably 39 or 40 hours represent a fair working week, with not more than two evenings on duty for each person. There is great variation in holidays and vacations, owing to the fact that many junior college librarians work only nine months, while in other colleges, where there is a summer school or where the bulk of the ordering and cataloging is done during the summer, the library must be open all the year.

Student assistants:

Student assistants have a proper place in the junior college library, but they should not be responsible for discipline. They should be scheduled at the loan desk as little as possible, since it is here that the library makes its closest contact with the public. In most junior college libraries there is no separate reference department, and the loan desk is especially important because the attendant here must also act as reference librarian. Yet it is precisely because of inadequate service here that the library suffers most frequent criticism. Various charges are made. "Too

much student help. Too much cheap help. Service grudgingly rendered. Students making special concessions to friends. Everything always reported out, without looking. Too many books reported in use, etc." These complaints seem to indicate that well-trained reference assistants who could give expert advice in the selection of reading material are few, and that too many student assistants are being used instead.

Student assistants can more suitably be used to advantage for other tasks, especially in the mechanical preparation of books, pasting date slips and pockets, checking periodicals, lettering on the backs of books, accessioning, shelving books, tying up packages of books, etc., and in clerical work, such as typing orders and book cards. The issuing of reserved books is essentially a clerical task, and can well be handled by students. However, a small library will combine its reserved book service with the circulation work, so that students should be employed only when it is absolutely necessary to cover schedules.

In many colleges it is customary to take care of the Sunday and vacation schedules by the use of student assistants. Junior colleges will find the same system possible, but not very desirable. Student assistants should be chosen by the librarian on the basis of their ability; they should have as much training as the librarian can give them; they should be paid monthly on an hourly scale comparable to that

which the institution has adopted for other student assistants. Because he is likely to be somewhat less mature, the student assistant in the junior college is not, as a rule, so successful as in the senior college.

FINANCES

General support:

Undoubtedly the whole question of businesslike and effective library service depends basically upon (1) an initial expenditure sufficient for the bulk of the book collection, the equipment, and organization and (2) a definite annual appropriation large enough to provide for staff salaries, books, periodicals, binding supplies. On this subject administrators are in agreement. That they do not agree on a method of securing funds is largely due to differences in organization and financial resources of junior colleges.

Miss Fay found that the district junior colleges of California were expending 4.1% of their total budgets on libraries in 1928-29. Considering this fact and the recommendation of the American Library Association Committee on Classification of Library Personnel that "no less than 4% excluding capital expenditures" should be expended on the college library, she recommends, as a guide, a minimum of 4% of the total college appropriation exclusive of capital outlay, and offers two sample budgets.¹⁸

¹⁸Fay, L. E. Library in the junior college. In Amer. Assn. of Junior Colleges. Proceedings, 1929. p.118-24.

Mr. Eells reports that in 1928-29 the average library expenditures in 16 district junior colleges was only \$7.32 per student. He does record, however, that four Southern California standard colleges—Occidental, Pomona, Redlands, and Whittier—showed an average expenditure per student for books of \$6.75, and for administration, \$11.60.¹⁹

Cost per student as a method of reckoning library expenditures is not, in the author's opinion, a fair or scientific means of measurement. Yet most junior colleges, either because of their close association with high schools, or because of the standard set by the local accrediting agency, or because they receive state aid, reckoned on a per capita basis, have fallen into this practice.

On any per capita basis, it is inevitable that the library in the small junior college (and small junior colleges are much more numerous than large ones) will be undersupported. Junior college administrators realize, as a rule, that it is expensive to provide education for limited numbers, and they expect to make the proper adjustment. It cannot be too often said that the number of students affects the amount needed for salaries, but only to a very limited extent the amount needed for books and periodicals.

That the budget of the library in the municipal junior college presents a different problem from that

¹⁹ Eells, W. C. *The junior college*. Houghton, 1931. p.454-55.

of any other type is suggested by Miss Finn in her recent study. Agreeing with the contention that a per-student basis is unsound, she remarks: "But in the type of junior college under local school control it is much better to have a definite minimum which is a positive thing than to try to obtain a certain percentage of a college budget which is not completely segregated from the rest of the school system budget."²⁰

The standards required by 18 accrediting agencies at the present time will be found summarized in Mr. Eells' recent study.²¹ The opinion formulated at the second Round Table of the Junior College Section, American Library Association, New Haven, June 1931, was that the present standards are too low to be helpful. With the hope of getting them raised, a standing committee on standards was created to investigate the whole matter thoroughly and to keep in touch with the forty or more agencies which have set up requirements for the junior college library.²²

Initial appropriation:

In the organization of a new junior college library, what will it cost to install the equipment and pay the

²⁰ Finn, Beatrice. A survey of the organization and budgets of the libraries of junior colleges under municipal control. 1931. Thesis, Columbia University.

²¹ Eells, W. C. The junior college. Houghton, 1931. p.180-81.

²² In Junior College Journal 2:111-12. Nov. 1931. Also Junior college libraries round table. In A.L.A. Bulletin 25:548-51. Sept. 1931.

salaries of the librarian and assistants, and how much must be spent on the initial book collection? The spread of the junior college during the last twenty years has been phenomenal, and this question has been frequently asked. Even if, as some suggest, the peak of the growth has been passed, junior colleges are still being started and the library profession is under obligation to furnish the administrator with some reasonable suggestion.

We may gain some hints from the 1930-31 budget of Crane Junior College, which provided \$9,000 for books and \$7,320 for salaries. And we remember that this matter was in the minds of the Resolutions Committee of the Junior College Round Table when they offered suggestions in 1930.²³ In their computations they used \$4 per volume as the probable cost, which was the actual cost per volume of the book stock of the library of one of the newest junior colleges in California. However, figures from the annual report of Sarah Lawrence College, Bronxville, 1930-31, showed that the average cost per volume (for books, not periodicals) was only \$2.46.

Although there is sure to be disagreement with the reckoning of library expenditures on the per student basis, and some may question why the small college should have three years to acquire its initial collection while the larger college is allowed only one,

²³ See Appendix.

yet all will agree that a working collection should be available when the college opens. In order that this may be accomplished, the librarian and his staff should be appointed well in advance of the opening of the college. A large appropriation is necessary to acquire the initial collection, whether it be the minimum of 4,000 volumes required by the American Association of Junior Colleges, or the larger number suggested by the 1930 Round Table. From Sarah Lawrence College, Bronxville, N. Y., which opened in October 1928, figures are available concerning actual expenditures over the $3\frac{1}{2}$ year period in which a book collection numbering 12,853 volumes on March 1, 1932, was acquired. The total value of the book collection, including periodicals, is estimated at \$30,503.14; the furniture and equipment actually in use represent an expenditure of \$4,077.13; while supplies, freight, etc., have amounted to \$1,911.40, making a total, *not including salaries or wages*, of \$36,491.37. For an itemized account see Appendix III.

It is not good economy to delay appointment of the librarian until three months before school opens. He should by all means be on hand when the building is planned. He should estimate, with the president of the institution, the amount of money necessary to equip the building and to purchase the initial collection of books, and should discuss with him the appropriation needed for the first few years. Above

all, he should be allowed time and assistants to catalog the books so that they will be ready for the opening of college, and the library be able to render adequate service from the beginning.

Budgeting:

While it may seem a truism that the person best fitted to prepare the library budget is the librarian, Miss Finn reports the astonishing fact that in many public junior colleges the dean, or superintendent, or even the business manager prepares the library budget, actually without conferring with the librarian.²⁴ It is difficult to think of any restriction that could cripple the library more quickly. Fortunately it is a situation that can easily be adjusted by the administrative officers, once its illogicality is brought to their attention.

The three main items in the budget of the junior college library will be: 1, Salaries; 2, Book funds; 3, Supplies and sundries. Salaries are generally paid from the college salary fund. Building maintenance also usually appears on the general budget, but the librarian should learn from the bursar the amount allocated to the library for heat, light, insurance, janitor service, and telephone.

²⁴Finn, Beatrice. A survey of the organization and budgets of the libraries of junior colleges under municipal control. 1931. Table ix, p. 30. Thesis, Columbia University.

Salaries:

Of the total library budget, about 50% will be spent for salaries and wages, 40% for book funds, and about 10% for supplies, etc. Concerning the salaries of junior college librarians, little is known and practically nothing has been published. There has always been a belief that salaries varied a good deal, according to locality, the general attitude of the administration toward the importance of library service, and especially according to the financial resources of the institution. This last seems to be verified by the accompanying table:

<i>Name of college</i>	<i>Number on staff</i>	<i>Budget for salaries</i>
Pasadena (Calif.)	4	9,030
*Crane (Ill.)	4 (and 1 page)	7,320
Chaffey (Calif.)	4	6,004
Ward-Belmont (Tenn.)	4	5,250
Kansas City (Mo.)	3	5,920
*Sarah Lawrence (N. Y.)	2	5,200
John Tarleton (Texas)	2	3,300
Bradford (Mass.)	1	2,500
Wichita Falls (Texas)	1	2,150
Joliet (Ill.)	1	1,983

A perusal of these figures may also raise the question in the reader's mind as to how the qualified type

* Information for 1930-31, supplied by the librarians. All other figures are for 1929, from U. S. Office of Education Bulletin 1930, No. 7. Statistics of public, society, and school libraries, 1929.

of person needed in the junior college library can be secured at the prevailing salary. While it is probably true that there will always be variations according to the institution, these should at least vary in the same ratio as the salaries of the instructors. The chief librarian should have the same salary as the full professor, or department head.²⁵

Book funds:

It has been suggested earlier that about 40% of the junior college library budget should be expended for books. This statement leads at once to a consideration of what constitutes an adequate book fund (including in this term books, periodicals, and binding). And in this connection it seems advisable to consider the investigations which have sought to arrive at the amounts actually being expended.

Miss Finn's recent study of the book expenditure of 43 public junior college libraries which keep their college book budget separate from that of the high school, shows a range from nothing to \$8,500, with an average of \$1,232.74.²⁶

Miss Thompson, making a comparison in 1930 of 9 public junior colleges in the state of California, reported two junior college libraries which had

²⁵ For a study of teachers' salaries in junior colleges, see Eells, W. C. *The junior college*. Houghton, 1931. p.416-19.

²⁶ Finn, Beatrice. *A survey of the organization and budgets of the libraries of junior colleges under municipal control*. 1931. Table xii, p. 38. Thesis, Columbia University.

budgets of more than \$11,000, exclusive of salaries.²⁷ Reporting on 11 private junior college libraries in 1928-29, the author found that only 5 were spending \$1,000 or more for books and periodicals, and the average expenditure for the 11 was only \$924.²⁸ Other surveys have been reported in terms of per-student expenditures. In 1927 Miss Ludington found 22 junior colleges in California averaging \$8.96 per student for books and periodicals.²⁹ And Miss Fay found 7 junior colleges in the South averaging only \$2.11 per student for books and periodicals.³⁰

Although the requirement of many accrediting agencies is lower, it is the opinion of the author that no junior college library worthy of the name will spend less than the \$1,500 per year suggested by the first Junior College Round Table of the American Library Association for Group I,³¹ and those which are adequately supported will more nearly approximate Miss West's recommendation of \$3,000 for the first 300 students, with \$1,200 more for each additional 300 students.³²

²⁷ Thompson, M. Florence. A book collection in American history for a junior college library in California. 1930. Unpubl. thesis, Columbia Univ. Summarized in Junior College Journal 2:523-26. June 1932.

²⁸ Stone, Ermine. A book collection in the 300's for a junior college library. 1929. Unpubl. thesis, Columbia Univ. Summarized in Junior College Journal 1:28-33. Oct. 1930.

²⁹ Ludington, F. B. Standards reached by smaller college libraries of the Pacific Coast. In News Notes of Calif. Libraries 23:4-6. Jan., 1928.

³⁰ Fay, L. E. and Gooding, L. M. College library budgets in the South, 1927-28. Library Journal 54:750-52. Sept. 15, 1929.

³¹ See Appendix I.

³² West, E. H. Suggestions for Texas junior college libraries; three articles in Texas Outlook, Vol. 13. June, July, and August, 1929.

The book funds which are appropriated to the library may be apportioned by it among the different departments of instruction, or they may be held intact by the library without definite allotments. Under the system of unapportioned book funds, there may be no departmental division except in the librarian's mind. Each department may order what it needs until the point when its expenditures, in the judgment of the librarian, begin to encroach on the needs of other departments. The advantages to this plan are its elasticity and the fact that it avoids some of the competition between department heads. Also the danger is lessened of buying books hurriedly near the end of the year just to spend all the departmental budget.

A statement of the difficulties of apportioning the book fund among the various academic departments is given by William R. Randall, in his article "The college library book budget."³³ He suggests that apportionment might better be made on the basis of the average cost per title of books in the various departments, and on the basis of the average number of such books published from year to year. His allocation of a sample budget of \$3,000 under this system makes an interesting comparison with the actual budgets of junior colleges given in the appendix.

Preferable as it is, not to have any hard and fast

³³ Randall, W. M. *The college library book budget*. In *Library Quarterly* 1:421-35. Oct., 1931.

allotment, the librarian will find it helpful in making a tentative division to consider the following factors : 1. The existing collection in the library. 2. The nature of the subject and the way in which it is taught. 3. The number of students enrolled, as a controlling factor only in the purchase of duplicate copies and in assembling material for individual reports. If the junior college offers courses with enrolments of 5 to 10 students, as many do, the library is just as much bound to provide material for these courses as for the more popular one with 50 students. If the money is divided into units, at least 10% of the book fund over and above periodicals and binding should be under the direct control of the librarian. Actual working budgets are given in the appendix.

Accounting and inventory records:

Although the financial office of the junior college customarily keeps all accounts and usually renders a monthly statement of expenditure and unexpended balances, the librarian should also keep a ledger, arranged in the same order as the library budget. Thus he may have available at any time an up-to-date, accurate record. The expenditures for each department will serve as a guide in planning for the next year. Another reason for keeping these records is that the librarian should be able to furnish this information to his successor and, for purposes of comparison, to other junior college librarians. Records of other

types, including circulation, reading-room attendance, registration, etc., are not so strictly obligatory. Most junior college librarians will keep them, however, simply as a test of their work.

In an open shelf library an inventory is advisable at least once a year. From the inventory record one derives the number of volumes lost or worn out, estimates the sum needed for replacements, and considers whether there is an indication of need for closer supervision in reading rooms. The librarian will present to the administrative officer, in his yearly report, the following items from inventory: volumes at beginning of year, plus volumes added by purchase, plus volumes added by gifts, plus volumes added by binding, minus volumes discarded, including volumes lost and paid for.

THE BOOK COLLECTION

There are now under way certain fundamental changes in the nature of higher education which are causing the whole center of the academic life of the institution to be shifted from the classroom to the library, according to a timely message from two college professors, which appeared in the first issue of the *Library Quarterly*.³⁴ And the specific demands which these movements will make upon the college

³⁴ Reeves, F. W. and Russell, J. D. The relation of the college library to recent movements in higher education. In *Library Quarterly* 1:57-66. Jan., 1931.

library are summarized under five heads:

1. A much larger book collection than has in the past been considered necessary.
2. Larger facilities for study by students.
3. A better trained staff.
4. Direct instruction in the use of the library.
5. A continuous self survey of the use of books and of the reading interests of students.

Whether the junior college is considered a part of secondary education, as in the west and middle west, or of higher education, as in the east, its development is being influenced by the very factors (with the exception of the last) to which these same authors attribute the increased use of the college library: (1) increased registration in the social studies, (2) introduction of survey courses, (3) change in the method of science teaching, (4) independent work courses, (5) general reading courses, (6) correlation of subject matter, (7) graduate study.

Either because junior college administrators and junior college librarians are increasingly aware of the changing needs of the library in the new education, or because the deficiencies of their libraries have been so harshly pointed out by inspectors from higher institutions and accrediting agencies, many of them have set to work to remedy the situation. The most frequent method has been setting up standards for the book collection. Other more ambitious efforts have resulted in the preparation of lists of books suitable

for the junior college library. An almost universal aspect of the junior college movement has been the haste with which the institutions have been organized. As a result there is probably not a university, or library school, or accrediting agency in the land which has not been approached in frantic haste for advice in regard to these two questions: (1) How many books are necessary for a junior college library? (2) Where can we find a list of such books?

Size:

Junior college library standards which have been set up by various accrediting agencies and those which have been proposed by various individuals and organizations have been so ably summarized by Mr. Eells in his new book on the junior college³⁵ that we omit them and repeat here only the standards of the American Association of Junior Colleges, as revised in 1930:

“For the smallest junior college, there should be a carefully chosen library, adequately catalogued, modern and well distributed, with moderate duplication, of not less than 4,000 volumes as an initial collection, exclusive of public documents, selected with special reference to college work. And with a well selected list of not less than 40 current periodicals and magazines.”

³⁵ Eells, W. C. *The junior college.* Houghton, 1931. p.176-81.

The recommendations concerning the book stock which were adopted by the first Junior College Round Table in 1930 are given in Appendix I. Because the size of the student body was used as a measure of the efficiency of the book collection, the recommendations are severely attacked by Nathan van Patten, Director of Libraries, Stanford University:

The size of the student body of a junior college or any other educational institution is a factor in determining the proper size of the library only to this extent: if the enrollment for specific courses is large, more duplicate copies of certain books will be required. The fallacy is widespread among librarians and teachers that a small institution must have a small library. The principal factor in determining the size of any library is the purposes the library must serve. In the case of the junior college library, consideration must be given to (1) the curriculum, (2) the availability of other libraries to which staff and students may have convenient access, (3) extra-curricular activities of staff and students for which library material may properly be supplied. The smallest junior colleges as well as the largest have the following library needs in common:

1. A good general reference collection selected upon the basis of standard lists and judgment of the librarian.
2. Basic text-books for each subject in the curriculum.
3. Collateral works in each subject of the curriculum selected by the teaching staff.

4. Current subscriptions to the principal general periodicals and to such special periodicals as may be required by the teaching staff, together with an annual appropriation for binding those considered of permanent value.³⁶

Accepting Mr. van Patten's criticisms as just, modifying them only by remarking that the number of courses offered seems likely to increase with the number of students, we are still faced with the problem of setting up standards for a group of institutions which present as much variety as do junior colleges.

How is it possible to set up criteria that are applicable to all of these? Shall we set them so high that the weakest junior college cannot even hope to attain them; or, on the other hand, shall we set them so low that the junior college which has passed them will decide that it has reached the acme of perfection and need no longer try to improve? Or is there an "average" junior college in the land?

We can safely state that too many junior colleges are inadequately supported. And we can point to the requirements for a library of a junior college of 300 students as set forth by Miss West:

"Book stock: 18,000 volumes, distributed thus: for general circulation and required reading, 15,000; for special reference, 3,000, including bound periodicals. For each additional 300 students, 5,000 volumes

³⁶ van Patten, Nathan. Book collections in junior college libraries (discussion). In Junior College Journal 1:104-05. Nov., 1930.

in the general group and 1,000 reference books should be added.”³⁷

David A. Robertson has reminded us that the size of the college library is not so important as the quality, availability, and suitability of the books, and that mere numerical holdings may conceal a bad situation. Most junior colleges have been too recently organized to have acquired large collections of out-of-date material, but they will be warned by his statement that untrained librarians cannot know the needs of academic departments well enough to keep the collection well balanced and up to date.³⁸

Book lists:

Whether it has developed as an upward extension of the high school or a downward extension of the university, the junior college occupies a position midway between, but somewhat overlapping these two institutions. Much the same can be said of the library. Naturally the book collection of the junior college library differs from that of the high school by being more advanced and more specialized. But, compared with the senior college, the junior college collection appears more general, as the real work of specialization and the development of a research technique comes most often in the last two years of college.

³⁷ West, E. H. Suggestions for Texas junior college libraries; three articles in *Texas Outlook*, Vol. 13. June, July, and August, 1929.

³⁸ Robertson, D. A. The college library. In *Educational Record* 10:1-28. Jan., 1929.

Attempts to develop the book collection with special reference to the curriculum go back over a good many years. As soon as accrediting agencies began to set up standards governing the number of books required for accreditation, junior college administrators came back to them for a suggested list of books. The latest and most successful attempt to answer the demand is the list compiled by Edna A. Hester, librarian of Pomona Junior College, and published by the American Library Association.³⁹ It is arranged by courses, and books are listed in the order of "first essentials," "second purchases," and "books of especial value to teachers or for advanced students." It provides for about 30 courses, and includes suggested periodicals for these courses. It contains about 3,500 titles and includes numerous brief annotations.

A more extensive list, not planned primarily for junior colleges, but useful to them, is the Carnegie Corporation's *List of books for college libraries*.⁴⁰ This list is arranged in 24 sections and contains approximately 14,000 titles, including periodical references. Since it is planned especially for the four-year college, it includes some material more suitable for the upper two years, and should therefore be used with discrimination.

Three lists which have originated in the library schools have two features in common. They are

³⁹ Hester, E. A. Books for junior colleges. A. L. A., 1931.

⁴⁰ Shaw, C. B. List of books for college libraries. A. L. A., 1931.

based rather directly on the actual holdings of junior college libraries and are limited to one or more fields.

1. *Reference books for junior college libraries*, a special study made in 1930 at the School of Librarianship, University of California, by Joyce Backus. A minimum list of essentials is one of the features of the list.⁴¹

2. *A book collection in American history for a junior college library in California*, by M. Florence Thompson.⁴² This list is based on the holdings of 9 junior colleges in California and contains 375 titles. It is annotated and L. C. numbers are given.

3. *A book collection in the 300's for a junior college library*, by Ermine Stone,⁴³ is an annotated, classified list of 800 titles in sociology, economics, education, government.

The two lists which have been prepared by junior college administrators are based on the ratings of professors in junior colleges, colleges, and universities. One is entitled *Selection of basic library books for certain courses in junior colleges*, by William W. Gibson, dean of Estherville, Iowa, Junior College.⁴⁴ This list includes 50 books in each of 10 courses usually taught in the first year of junior college:

⁴¹ 20p. mimeographed. Obtainable through inter-library loan.

⁴² M.S.Thesis, Columbia University School of Library Service, 1930. xxvi. 41p. typewritten. Obtainable through inter-library loan.

⁴³ M.S.Thesis, Columbia University School of Library Service, 1929. xlvii. 131p. typewritten. Available through inter-library loan.

⁴⁴ M.A.Thesis, University of Iowa, 1928. 142p. typewritten. Obtainable through inter-library loan.

American government, American history, chemistry, economics, French, European history, English, mathematics, psychology, and speech.

The other list, now available in printed form, is by Eugene Hilton, head of the Department of Social Studies, Roosevelt High School, Oakland, Calif.,⁴⁵ and attempts to list, in order of desirability, the books necessary for 32 junior college courses. This list was used as the basis of the survey made by the North Central Association of Colleges and Secondary Schools. It was found that "on the average four accredited senior colleges were found to contain 79 per cent of the upper fifth of the titles listed by Hilton for each of nine typical courses. Forty-nine per cent of the same titles were found in 20 accredited junior colleges and 36 per cent of the same titles were found in 7 non-accredited junior colleges."⁴⁶

At least two state universities have attempted to improve junior college book collections by issuing lists. As early as 1918, the University of Missouri embodied such a list in its *Circular of information to accredited junior colleges*. The latest edition of this list includes suggestions for equipment of libraries for 23 subjects in which the state university accredits junior college work.

⁴⁵ Hilton, Eugene. Junior college book list. 84p. University of California. Publications in education, v.6, no. 1. University of California, 1930. \$1.50.

⁴⁶ College and reference library yearbook, No. 2. A. L. A., 1930. p. 86. For a detailed comparison with the Hester list see the long reviews in the A. L. A. Bulletin 25: 548-49, and in the Junior College Journal 2:53-56. Oct., 1931.

Several years ago the University of California was responsible for a series of bibliographies issued as Junior College Service circulars. About a dozen, of varying importance, were issued in mimeographed form; the supply has for some time been exhausted.

Another list, compiled in California, was of 149 books for a junior college mathematics section.⁴⁷

Although it will be valuable to the librarian to have on hand as many of these lists as possible, the selection of books should not be confined to the mere checking of lists. We would suggest the following procedure:

- (1) Examination of books on the history and methodology of each subject to get a background knowledge of the subject.
- (2) An examination of the outline of each subject, in some classification schemes, like Library of Congress, or Dewey decimal, as a guide for determining scope and type of material to select.
- (3) A study of the courses of instruction.
- (4) An investigation of orientation courses, honor courses, and reading courses.
- (5) A decision as to the percentage of titles to be included for each course.

Orientation courses have become prevalent enough in junior colleges to warrant a special word.⁴⁸ It

⁴⁷ Bernstein, B. A., and others. A suggested list of mathematics books for junior college libraries. In *American Mathematical Monthly* 32:462-68. Nov., 1925.

⁴⁸ Harbeson, John W. Survey of orientation courses given at representative public junior colleges. In *High School Teacher* 5:203-08. June, 1929.

should be pointed out that the provision of books for these courses presents very distinct problems. Although in many junior colleges, colleges, and universities these courses are required, in others enrollment is limited by library facilities. As J. B. Johnson points out, at the University of Minnesota (an example of the junior college within the university) the orientation course "cannot be made available to the whole freshman class because there are not enough duplicate copies of reference material in the library. The only way we can see . . . is to get the readings together in a single volume and have them printed."⁴⁹

Book selection:

Book selection in junior college libraries must be a cooperative affair between the librarian and the various members of the faculty. It is customary for the faculty to be responsible for recommending current publications in their own fields and for requesting the specific books in which assigned readings will be required. Where there is a departmental division of funds, these requests may come through department heads, although in the smaller libraries a less formal procedure is to be preferred. For certain specific fields not covered by any curricular requests—notably reference books, travel, biography, and general literature—the librarian is entirely responsible. Indeed,

⁴⁹ Minnesota. University. Problems of college education. 1928.

whatever suggestions may be forthcoming from the faculty, the librarian is really responsible for the character of the entire book collection and should be the controlling influence in its selection.

In building up an adequate book collection a golden opportunity for cooperation between librarian and professor occurs. The librarian has the means of calling to the attention of the faculty new books appearing in their fields; from reference work with students he can inform the instructor of gaps in the collection; it is his duty to know the background books on each subject and to see that they are not left out if the faculty are inclined to develop hobbies. The professor, on the other hand, will consult the librarian before a new course is announced, confer with him on what publications are available on the subject, and with him prepare a list of books to be purchased.

Acquisition:

In junior college libraries, as well as in college libraries, it is customary to order the bulk of the books during the summer or just at the close of the school year. All book-buying should be done by the library and no bill should be charged against the library without the approval of the librarian. In most junior college libraries, the librarian, with some clerical assistance, handles the work of ordering. Small libraries (and all junior college libraries may be so

classed) have found it more satisfactory to buy recent American publications from a metropolitan jobber rather than direct from the publisher or local bookseller. The metropolitan jobber is able to give better discounts and, what is more important, better and quicker service. Bookkeeping for the library is also greatly simplified because all items are on one invoice, and fewer miscellaneous accounts need be handled.

In even the most limited library, it is essential to have available the appropriate bibliographical tools so that the correct title can be selected and the publisher and price ascertained. Although many tools used in cataloging and reference work will be helpful, the one most necessary is the *U. S. catalog* and its supplement, the *Cumulative book index*, published by the H. W. Wilson Company. The *Publishers' Weekly* and the *Book Review Digest* are other desirable aids.⁵⁰

THE PERIODICAL COLLECTION

Periodicals form a very important element in reference work in a junior college library because they often furnish articles that give later information than does any book on a subject; they contain articles on subjects about which the library has no books; and they furnish contemporary opinion on any given

⁵⁰ In his *Order work for libraries* (A.L.A., 1930) F. K. W. Drury has covered the whole subject of order work so thoroughly that it is unnecessary to go into more detail.

subject. Both as an aid to their work in junior college and as a preparation for future work in a senior college, the junior college library owes to its students the opportunity to work with back files of periodicals. The junior college library is under obligation, then, not only to subscribe for a generous list of current periodicals, but also to provide an appropriation for binding them, to furnish the indexes to make them available, and to give some instruction in their use.

Not less than 40 current periodicals must be on the subscription list of the junior college library that meets the standards set by the American Association of Junior Colleges. This number falls far below the actual number found in many junior colleges, but those libraries which are confined by their budgets to such a limited number will do well to restrict themselves to magazines indexed in the standard indexes. It will rarely be wise to subscribe to a magazine not worth binding. The acquisition of back files presents a problem that most junior college libraries have had to meet because of their comparative youth, and it involves considerable expense.

The periodicals list should be made out partly from the suggestions of the faculty, especially as regards departmental requests. However, it is easy to overload the list with titles too technical and too limited in appeal, and the librarian will need to check frequently those being read and those being used for

reference. A list of periodicals suitable for junior colleges is included in Miss Hester's list.⁵¹

Ordering and recording:

Periodicals should be ordered through a reliable agent. To order and renew subscriptions direct from each publisher would entail too much work and besides the discounts would be lost. A periodicals agent should be chosen who not only guarantees the entering of the subscription, but also the receipt of every copy by the library, together with title page and index, if published.

The periodicals will, of course, be cataloged and recorded in the public catalog, and a record of those currently received should be made easily available to readers.

CLASSIFICATION

Classification in a junior college library does not differ materially from that in a high school library. Since the book collection does not approach in size that of college and university libraries, there is not the same need for detailed classification. Most junior college libraries which are professionally administered are classified by the Dewey decimal system, a system better adapted to their limited collections than a more detailed one, like that of the Library of Congress. Modifications are usually desirable.

⁵¹ See page 57.

All classification will probably fall to the chief librarian, but he may in some cases delegate it to a trained assistant. It is necessary for the classifier to keep in mind constantly the unity of the library, so that consistency may be observed. Suggestions from the faculty concerning the proper classification of books may be a source of valuable aid, since the professors are specialists in their fields. Very few will be so unreasonable as to expect that classification should be decided on the basis of such considerations as which department ordered the book. It is important always to note the classification of other books on the subject which are already in the library.

CATALOGING

Since the dictionary card catalog has been generally accepted in American libraries, it is probably the only one to consider for a junior college library. In a library which acquires any considerable number of books during a year, the librarian will need a cataloger as an assistant. Because the work is technical, it is foolish economy to expect anyone to be able to catalog who has not been trained in a recognized library school. The cataloger should be provided with the technical tools, such as codes of rules, lists of subject headings and classification schedules, handbooks of cataloging, etc., listed in the "Recommended Readings."⁵² The cataloging room should be close

⁵² See page 81.

enough to other departments that use can be made of the bibliographical and biographical publications assigned to them.

Fortunately, the cataloger's work will be simplified by the fact that Library of Congress cards may be obtained for the majority of books which junior colleges purchase. Library of Congress cards are useful because they save the time of the staff, cost little more than the paper stock and the salary required for typing cards, because they look much better in the catalog, and principally because they assure more accurate and uniform information. Now that they carry the Dewey decimal classification number, they are also extremely helpful in classification.

Plentiful analytics are always very useful in a junior college library, and, in the author's opinion, will amply repay for the time expended in making them. There are those, however, who think that in view of the increasing number of bibliographic publications, such as the *Essay and general literature index*, the librarian's time could be better spent.⁵³

READING ROOM SERVICE

Hours of opening:

One of the most serious charges made against the junior college library has been that the hours of opening were too short to give effective service to readers.

⁵³For a statement of this position see Mann, Margaret. Introduction to cataloging and the classification of books. A.L.A., 1930. p.192.

Commenting on the situation in the public junior colleges of California in 1927, Miss Ludington remarked:

"One peculiar feature of the junior college is that since the junior college is attended by students living at home, the libraries do not keep open in the evening. . . . If the library is not available for use in the evening, either textbooks, so out of vogue at present, will be necessary, or the library will have to provide itself with many duplicates for circulation and reserve."⁵⁴

Miss Memmler has reported that 17 of the 27 libraries she studied were open forty-five hours or fewer each week. It is on this point that the private junior college library veers furthest from the public. Although no survey has been made of hours of opening in private junior college libraries, the author is well acquainted with several which are never closed. Relying on the strong public opinion against the abuse of library privileges, and working with a student body accustomed to a self-service system, the librarians are able to leave the library entirely open to students at all times. That this can be done without great loss and inconvenience resulting from misplaced and missing books is due entirely to the compact nature of the student body. It is not to be

⁵⁴ Ludington, F. B. Standards reached by the smaller college libraries of the Pacific Coast. In *News Notes of California Libraries* 23:4-6. Jan., 1928.

thought that this arrangement is a satisfactory substitute for library service by the professional staff, but it is preferable to closing the library.

Whether the large public junior colleges can ever make extensive use of the self-service systems which the private junior colleges are able to employ is doubtful, especially if they share their resources with thousands of high school students. It does not seem too much to say that fifty hours a week is the least any library can reasonably remain open, or that opening for four evenings a week is too much to be required. It seems pertinent to remark that one person could not possibly cover all this time, since thirty-nine hours are probably as many as a librarian in a junior college should be expected to be on duty.

In the case of the public junior college, where the students often travel some distance to their homes before dinner, it is not always considered desirable to keep the library open in the evening, especially if this means withholding privilege of withdrawing reserved books for home use. Many librarians consider it more practicable to let their reserved books go out at 4.00 or 5.00 P.M. and to close the library shortly thereafter.

Borrowers' privileges:

Borrowers' privileges in a junior college library are usually extended to the student body, the faculty and the staff, and, under some restrictions, to the local

community. Books not on reserve are usually circulated for a period of two weeks, with the privilege of renewal. It is a question whether it would not be advisable to let the majority of books go out for a month, with a one-week to three-day limitation on the more popular ones. Some clerical work could be avoided by this means. Books to faculty seem generally to be circulated on an indefinite loan. As this privilege is nearly always abused, libraries with limited book stocks will wish to withdraw it.

If fines are charged for late returns, they vary from 1 cent to 2 cents a day, with much heavier penalties for reserved books. In order to encourage reading, it seems wise to allow a borrower to take out as many books as he wishes, if the stock is adequate to permit it. As a general principle it is wise to make the privileges of loan as generous as possible, and to have all restrictions clearly understood.

Reserved books:

The handling of reserved books, which include all books actually required for classroom assignments, is one of the chief activities of the junior college library. The books are collected in some accessible place, preferably a separate room if the personnel is sufficient; they are issued on the student's signed receipt, and they are not often allowed out of the room except when the library is closed. There are two main techniques of handling reserved books: (1) With

closed shelves, the books are charged to the student at the desk and the exit to the room is not supervised. (2) With open shelves, the students charge their own books and the exit is supervised. Although it has been a generally accepted idea that the second method could only work smoothly with a small and compact student body, it is now being used successfully with the 6,000 students at Teachers College, Columbia.⁵⁵ It presupposes not only careful supervision of the exit, but also a frequent reading of the shelves.

One of the most important matters connected with reserved books is enforcing a prompt return. The period of loan for reserved books is usually overnight. The penalty for late return differs according to the library, and different methods prove effective with varying groups of readers. Three devices commonly used, either singly or in combination, are: (1) Fines. At least 25 cents and not more than 50 cents is usually charged for the first hour a book is late, with about 5 cents an hour for each additional hour. (2) The loss of library privileges. (3) Reprimand by an administrative officer.

Duplicate copies:

It is in connection with reserved books that the vexing problem of duplicate copies occurs. Shall the junior college buy large numbers of a particular book

⁵⁵ Hill, Aubrey Lee. Reserve books on open shelves. In Wilson Bulletin 5:621-25. June, 1931.

for the use of students at a particular instant? Can the library afford to buy ten copies of a certain book in psychology, history, or education, a book which may be superseded by another next year, when it is lacking in the source materials of the subject? It is recognized that duplicate copies do not add to the strength of the collection. What is legitimate duplication? Some colleges say "not more than 5 copies." "But this is arbitrary," others reply.

The problem becomes especially acute in those junior college libraries which are not open in the evenings, a not uncommon condition among libraries operating on a high school schedule. Short hours require more duplication than would be necessary with a longer schedule. And, in the long run, the administration would save expense and provide better service if the money applied to duplicates were spent on staff salaries and longer hours established.

F. C. Hicks's figures concerning the number of duplicate copies were made in 1910.⁵⁶ "In English and American literature where reading is not difficult, a class of 175 to 200 students can be served with 5 copies of a book. In history and economics, 5 copies will not serve more than 65 students, when an assignment of 50 to 75 pages is to be read in 10 days."

If the library is going to be able to serve the needs of students who are doing independent work of any

⁵⁶Hicks, F. C. Library problems resulting from recent developments in American universities. *Library Journal* 40:307-12. May, 1915.

kind, it cannot afford to tie up large sums of money in duplicate copies. Unless sufficient funds are available, duplicates must be reduced, but it is a problem the librarian cannot solve alone. He must be able to explain the situation to the faculty so that he can have their cooperation in solving a difficult problem. The teacher can help a good deal by announcing assignments well in advance and by giving a choice of readings. Other solutions which have been suggested are rental collections; student tax, when the material is almost of a textbook nature; revision of required reading assignments, and printing required readings in sourcebooks. Junior college librarians are anxious to cooperate with their teaching faculties in working out some system whereby required reading in reserved books can be reduced, so that the student will think of the library not as a place where he came to follow up some boring assignment, but as the source of a real interest in reading which he will carry with him through life.

Library instruction:

It is the function of the library not only to provide an adequate book collection, efficiently organized for service, but also to instruct students in the technique of using the library. This is generally agreed, even by those librarians who do not have the staff necessary to put their belief into practice. Although the prime object in such instruction is to facilitate

the student's use of library resources, it fortunately happens to result directly in lightening the work of the staff. How much instruction is given, and by whom, will probably vary with each library, and depend somewhat on the amount of library instruction students have had in high school. Orientation talks on the library during freshman week, lessons on the library in connection with the English and history courses, and unit courses varying from 6 to 10 lessons are all possibilities. That one learns to do by doing is the most important precept in library instruction, and any plan of instruction which relies entirely on the lecture method will not accomplish so much as the simple process of having the student use the card catalog and the periodical indexes, and locate his own references on the shelves. Although informal individual instruction is probably the most desirable kind, several manuals are available which apply the Dalton, Winnetka, or contract plans of individual instruction.⁵⁷

Students doing independent work will not only need this elementary instruction in library technique, but will have to be taught discrimination in selecting their materials. Such students need instruction in the bibliography of their subject which their faculty advisers might be expected to give; the library must cooperate in making materials available.

⁵⁷ See "Recommended Readings," p. 81.

In addition to these courses in library use and bibliography, some junior colleges offer a pre-vocational course in library work. Such courses, we find, are open to a selected group of students who are especially interested in library work. If they must be given by the librarian, who in most junior colleges has already too many duties, and if the students must do their practice work with book collections which are largely inadequate, there is some doubt as to their value. The fact that these courses may not be credited by higher institutions presents another difficulty which has been pointed out by Miss Helen Scanlon in her report on conditions in the North Central Association at the second Junior College Round Table, 1931.⁵⁸

However, there is a large group of educators who feel that the junior college functions most successfully in the field of terminal courses, and who believe strongly that the junior college is just the level at which pre-vocational and semi-professional work should be encouraged. We are ready to admit that, with adequate staff and equipment, there is the possibility of developing successful library training classes, always provided, however, that (1) the students understand that these training classes do not take the place of professional courses in recognized library schools, and (2) they realize that they will

⁵⁸ Junior college libraries round table. A.L.A. Bulletin 25: 550-51. Papers and Proceedings, Sept., 1931.

receive here only enough training to fill clerical positions on a library staff.

PUBLICITY FOR THE LIBRARY

If the college catalog is a fair indication, then junior college libraries have yet to realize the advantages of publicity. As Mr. Eells reports, the material on the library in the average catalog is vague and unimpressive. If it mentions the fact that a library exists, it mostly contents itself with the statement that the college library is well selected. It often fails to mention the number of volumes; it seldom describes the collections in any way, or mentions other library resources available to the clientele. Since the college is frequently judged by its catalog, the library will do well to see that it is represented to the best advantage in a dignified, concrete way. The librarian's name and the names of the staff should appear either with the administrative officers or with the faculty. Material about the library may well include a description of the building, or library rooms, the number of volumes, and probable annual increase, the description of special collections, the hours of opening, a brief statement of borrowers' privileges, and a note concerning instruction in the use of the library.

Much of this same information may well be repeated in the students' handbook, if one is issued, with a full statement of the rules and regulations for

the use of the library. A large library may even be able to issue its own library handbook. Another form of official publicity is the librarian's annual report to the president, which will be either summarized or printed in full with the president's report.

If the junior college publishes a newspaper or magazine, the library should be represented from time to time by informal news stories, based on additions to the library, gifts, and unusual items in the collection. Cooperation with student literary clubs may produce reviews for the college press of books from the library collection. For it is the object of library publicity not only to make known the correct information concerning library facilities and library rules and regulations, but also to serve as a means of stimulating interest in general reading.

STIMULATING INTEREST IN READING

Exhibits of books on special subjects, the use of posters accompanied by the books recommended, open shelves and the freedom to move about, are probably the most effective means of arousing student interest in reading, after that most essential method of all—the personal contact with the student and the personal recommendation of the librarian or teacher.

It is this third function of the junior college library—to offer opportunities for the general or cultural reading of the student body and faculty—that is now demanding attention. Believing that it is most un-

fortunate if the student's entire contact with the library is merely with reserved books or specified class assignments, the junior college librarian keeps a keen ear for every suggestion that will enlarge the reading interests of his patrons. Obviously, the first problem is to build up a live and readable collection of books, and the second is to call attention to them in such a way that the student will be stimulated to use them. The junior college library can learn much in this connection, both from the public library with its open shelves and constant exhibits of new and interesting books, and from college and university libraries with their browsing rooms and cultural reading courses.

In a large library with closed shelves, it is not possible for the student to gain the educational experience of rambling and browsing about among a number of books. Since this is accounted one of the most important means of stimulating students' reading, most colleges and universities and several junior colleges have some room comparable to the Farnsworth room at Harvard, where good books and comfortable, pleasant surroundings tempt even the most desultory reader.

The custom of giving credit for reading books is also gaining ground among the colleges. Many colleges issue lists of books for college students' reading, and college library periodicals and alumni reading lists are becoming frequent. At least one junior

college, Sarah Lawrence College, makes definite provision for cultural reading, and credit is given to students who devote to reading the eight hours of profitable leisure time required by each student's schedule. It is to be hoped that in time the directed reading of books will supplant, to some extent, the assigned reading of reserved books.

ALUMNI EDUCATION

In what way can the junior college contribute to alumni education? Since an adequate supply of book material is probably the most pressing problem for libraries, obviously the library cannot supply to the alumni those books which are imperatively needed by the faculty or student body. But, is the library's duty finished when it has succeeded, through methods of independent study and encouragement of greater dependence on personal reading, in arousing the student to a realization of the importance of books and reading? Or, is the student who lives in a small community where no books are available from a public, county, or high school library, justified in expecting his junior college to continue to provide him with opportunities for self-education? Is it not the function of the public junior college in such a district to provide library service for the whole community? The solution seems to lie in a library budget large enough to enable the institution to experiment with this type of service.

If, as has been suggested, a proper degree of co-operation between the librarian and the teaching faculty does not exist, is it not evident that the library service will be crippled to just that extent? An attempt has been made at several points to indicate how absolutely necessary it is for the librarian to have the help of the faculty in solving some problems of book selection, of classification, of reducing the number of duplicate copies, of giving bibliographical instruction to students, and, finally, in stimulating a wider reading interest. And the services the librarian can render the teacher have also been indicated.

Probably some friction has been caused by the fact that some junior college librarians may feel that they have been treated as little more than clerks. The junior college librarian is not justified in such an attitude if he has comparable educational qualifications and receives his proper rank on the faculty, with its attendant provisions of salary, vacation and retirement privileges, and a vote on the faculty and membership committees. The librarian of the junior college who is familiar with the best books in different fields is acquainted with the scope and content of courses offered by the college, and is able to discuss intelligently with the members of the faculty the literature of their respective subjects, will easily gain the confidence and cooperation of the teaching staff.

Provision of specialized material to the faculty presents a complicated question. Undoubtedly they may expect to be provided with the outstanding publications in their fields, but the junior college library is hardly able to furnish them with materials of research. Indeed, even if money were available for research type of material, it is extremely doubtful whether it has any place in junior college collections. However, any library, no matter how small, can arrange for inter-library borrowing, which should always be available for the faculty members.

RECOMMENDED READINGS

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Fay, Lucy E. The library in the junior college. In American Association of Junior Colleges. Proceedings, 1929. p. 118-24

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- Skinner, Winifred. The junior college library. In Junior College Journal 1:269-73. Feb., 1931
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- Backus, Joyce. Reference books for junior college libraries. Univ. of Calif. School of Librarianship, 1930. 20p. mimeographed
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- Gibson, W. W. Selection of basic library books for certain courses in junior colleges. 142p. Unpublished thesis (M.A.) Univ. of Iowa, 1928
- Hester, E. A. Books for junior colleges. A.L.A., 1931. 194p. \$3.25
- Hilton, Eugene. Junior college book list. Univ. of Calif. Publications in education, v.6, No. 1. Univ. of Calif., 1930. 84p. \$1.50
- Stone, Ermine. Book collections in junior college libraries. In Junior College Journal 1:28-33. Oct., 1930
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West, E. H. Suggestions for Texas junior college libraries; three articles in Texas Outlook, Vol. 13, June, July, and August, 1929

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Stone, Ermine. Sarah Lawrence library. In Junior College Journal 1:514-15. May, 1931

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Cutter, C. A. Rules for a dictionary catalog. Wash. Govt. prtg. off., 1904

Dewey, Melvil. Decimal classification and relativ index. 12th ed. Forest press, 1927. 2v. ea. \$6; 2v. in 1, \$11

Fellows, J. D. Cataloging rules. 2d ed. Wilson, 1922. 303p. \$4

- Mann, Margaret. Introduction to cataloging and the classification of books. A.L.A., 1930. 424p. \$3
- Merrill, W. S. Code for classifiers. A.L.A., 1928. 128p. \$1.60
- Sears, M. E. List of subject headings for small libraries. 2d ed. Wilson, 1926. 415p. \$2.75
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- U. S. Library of Congress. Card Division. Handbook of card distribution. 6th ed. Wash. Govt. prtg. off., 1925
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- American Library Association. Education Committee. School library yearbook, No. 1. A.L.A., 1927. 156p. \$1.35
- Brown, Zaidee. The library key. Wilson, 1928. 84p. 70c
- Fay, L. E., and Eaton, A. T. Instruction in the use of books and libraries. Faxon, 1928. 465p. \$3.75
- Hutchins, Margaret. Guide to the use of libraries; a manual for college and university students. 4th ed. Wilson, 1929. 245p. \$1.25
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APPENDIX I

Resolutions of the Junior College Round Table, American Library Association, June, 1930

Whereas, The junior college has obligated itself to provide the first two years of college training for the student; and

Whereas, One of the most important experiences is that furnished by the college library; and

Whereas, Definite standards for the junior college library have not been formulated; and

Whereas, Individual libraries have felt the need of a definite measuring stick to present to administrative officers in furthering the development of their libraries; and

Whereas, The junior college library has been thus criticized in the *College and reference library yearbook*, No. 1: "It is not too much to say that at present the junior college libraries as a group fall far short of efficiency either in service or in books. This deficiency is one of the most serious counts against the junior college as it now exists. If junior colleges are to be admitted to full academic fellowship, they must look to their libraries at once."

Therefore, Be it resolved that it is the consensus of the Junior College Round Table of the American Library Association in conference assembled, June, 1930, that, in establishing standards for junior college libraries, the following minimum requirements be recommended:

BOOK STOCK

1. For libraries of 500 students or less, it is recom-

mended that the initial book stock for any junior college, no matter how small, be not less than 5,000 well-selected volumes, with moderate duplication, these to be acquired before opening, if possible, or certainly within three years. It is recommended that the basic book collection for this group be at least 10,000 volumes, to be acquired as quickly as possible.

2. For libraries of 500 to 1,000 students, it is recommended that the initial book stock be 6,000 well-selected volumes, with moderate duplication, these to be acquired before opening, if possible, or within two years. The basic book collection for this group should not be less than 15,000 volumes.

3. For libraries of more than 1,000 students, it is recommended that the initial book stock be 7,000 well-selected volumes with moderate duplication, these to be acquired before opening, if possible, or within one year. The basic book collection for this group should not be less than 20,000 volumes.

BUDGETS

1. For the library of 500 students or less, there should be at the disposal of the librarian for the first three years while the initial book stock is being purchased (over and above maintenance) \$6,500 per year for books and periodicals. After the initial stock is obtained the budget for books and periodicals should not be less than \$1,500 per year.

2. For the library of 500 to 1,000 students, there should be at the disposal of the librarian for the first two years while the initial book stock is being purchased (over and above maintenance) not less than \$10,000 per year for books and periodicals. After this is ob-

tained the annual appropriation for books and periodicals should not be less than \$2,500.

3. For the library of more than 1,000 students, there should be at the disposal of the librarian for the first year while the initial book stock is being purchased (over and above maintenance) not less than \$25,000. The annual appropriation for books and periodicals, thereafter, should not be less than \$5 per pupil.

PERSONNEL

1. For the library of 500 students or less, it is recommended that there should be two professional librarians, supplemented by student help and clerical assistance.

2. For the library of 500 to 1,000 students, it is recommended that there should be a librarian and three professional assistants (a cataloger, a reference librarian, and a loan desk assistant) to be supplemented by student help and clerical assistance.

3. For the library of more than 1,000 students, it is recommended that there should be the same staff as group 2, with an additional professional librarian for each additional 500 students.

In every case the person designated as head librarian shall be equal in rank with the full professor and department head; the professional staff with the grade just below the department head, or at least with the grade of instructor.

APPENDIX II

Sample Budgets

Sarah Lawrence College, Bronxville, N. Y., 1930-31

(The enrolment was 250; the library was in its third year. No vocational work was offered; the Science department was quite small, but Fine Arts was unusually strong.)

(1) Operating budget, not including building maintenance:

Salaries (librarian and assistant)	\$ 5,200.00
Student help	250.00
Supplies	600.00
{ General	\$350.00
L. C. cards	175.00
Express, freight	75.00
	<hr/>
	\$600.00
Equipment	660.00
Books	4,000.00
*Periodicals	500.00
*Binding	400.00
	<hr/>
	\$11,610.00

Allocation of the \$4,000 book fund:	Units of \$50
Reference, General & Continuation Literature, including heavy replacement	\$ 400.00 8
Art	1,000.00 20
History	400.00 8
Sociology and Economics	450.00 9
Psychology	400.00 8
Philosophy	300.00 6
Languages	300.00 6
Sciences	300.00 6
Education	100.00 2
Publications and Dramatics	50.00 1
	<u>\$4,000.00</u>

* These amounts proved to be insufficient and have been increased in the 1931-32 budget.

Special gifts for books

*Carnegie Corporation, General	\$3,107.00
Sheffield Music	200.00
Sheffield Religion	55.00
Sheffield Sociology	45.00
	<hr/>
	\$3,407.00

(2) Figures showing the rate of increase with this sample budget:

Total volumes added July 1930-June 1931, 3,685 volumes

Added by gift	1848
Added by purchase	1837
	<hr/>
	3685
Books	3280
Bound periodicals	405
	<hr/>
	3685

Purchased from library funds, 1837 volumes:

Duplicates	34
Replacements	154
Continuations	22
New books	1439
	<hr/>
Periodicals added by binding	1649 volumes, books
	<hr/>
	188
	<hr/>
	1837 volumes

Gifts, 1848 volumes

Books	1631
Bound periodicals	217
	<hr/>
	1848 volumes

J. Sterling Morton High School and Junior College, Cicero, Illinois

(Under the ruling of the North Central Association, there are separate libraries for the 5960 high school and 570 college students, but they are under one administrative head. The libraries occupy six rooms, and there are seven assistants to the librarian. The following budget is for both libraries, about one-third being estimated as college expense.)

* Actual expenditures.

THE JUNIOR COLLEGE LIBRARY

1930-31

Salaries			
Student help			
Supplies			\$ 549.64
L. C. cards	\$ 70.01		
Freight & express	20.00		
All other	459.63		
Equipment			173.82
Books			3,586.54
Periodicals			311.00
Binding			160.95
Total, exclusive of salaries and wages			<u>\$4,781.95</u>
No allocation of book funds			
Total volumes added Sept. 1930-June 1931 to the college library			
Gifts	57		
Purchased	770		
Periodicals bound	37		
Transfers from high school library	11		
	<u>875</u>		
Total accessions June 16, 1931			5,650 volumes

APPENDIX III

Installation Costs, Sarah Lawrence College Library

I. BOOK COLLECTION

Volumes in library, March 16, 1932	12,853
Not cataloged	343
Bound periodicals	820
Total amount spent from college appropriation for books, periodicals, and binding	
Installation	\$ 3423.81
1928-29	1493.30
1929-30	3253.40
1930-31	4698.50
1931-32 (Mar. 1)	3561.60
	<hr/>
	\$16,430.61
\$16,430.61	\$16,430.61
Acquired through gift	
<i>Money gifts:</i>	
Private source	
1928-29	\$ 858.89
1929-30	83.00
1930-31	443.88
1931-32	63.17
	<hr/>
	\$1448.94
Carnegie Corporation	
1930-31 {	\$7623.59
1931-32 }	
<i>Gifts of books:</i>	
2000 books est. at \$2.50	\$5000.00
	<hr/>
	\$14,072.53
TOTAL:	<hr/>
	\$14,072.53
	<hr/>
	\$30,503.14

II. FURNITURE AND EQUIPMENT (In use 1931-32)

Stacks to accommodate 14,000 volumes (Steel, bracket type)	\$ 1,800.00
Tables to seat 82 (9 size 7 by 3; 6 size 5 by 3)	636.00
Chairs to match (82 at \$5.25)	530.50
Charging desk	132.00
Chair to match	16.50
Typewriter desk with swivel chair	61.00

Typewriter	83.03
Card cabinets	264.25
Public catalog	
1st unit	133.00
2nd unit	63.00
3rd unit	68.25
Shelf lists, etc.	92.50
2 four tray cabinets	
5 mahogany trays	
Newspaper rack	29.50
3 revolving stands	26.85
2 table displayers	13.00
10 individual tables with chairs to match	375.00
Only 6 of these being used; 4 exchanged with	
Housekeeping department for:	
2 work tables	
1 vertical file for pamphlets	32.00
2 vertical files for pictures	85.00
	\$4,077.13

III. SUPPLIES, ETC.

Installation, 1928-29	{ \$ 466.36
	67.41
	{ 375.33
1929-30	50.00
1930-31	609.86
1931-32 (March 1)	342.44
	\$1911.40

Summary of what has been spent except for salaries and wages

I. Book collection	\$30,503.14
II. Furniture	4,077.13
III. Supplies, etc.	1,911.40
	\$36,491.67

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